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AUTHOR Kaplan, Robert B.
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ABSTRACT

This report investigates the enrollment patterns and status of foreign students in the State University System of Florida. Data were collected by questionnaire and by consultation continued through a series of visits to all nine of the University System campuses. The report presents a review of trends, history of the consultation, review of the present situation, recommendations, and conclusions. Recommendations are aimed at assisting the State University System to improve its services to numbers of foreign students already in attendance and to develop a greater international outreach. Appendices include distribution of students by age, fall 1971 enrollment, list of persons interviewed, computer analysis of the population, analysis of English language proficiency practices, and insurance information. (MJM)

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FOREIGN STUDENTS IN THE STATE UNIVERSITY SYSTEM OF FLORIDA

Report of the Consultation for the State University System of Florida
Conducted under the auspices of the Field Service of the
National Association for Foreign Student Affairs

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Conducted between
November 16, 1972 and June 15, 1973

Prepared by
Robert B. Kaplan

HE 005 106

ABSTRACT

Report of the Consultation for the

STATE UNIVERSITY SYSTEM OF FLORIDA

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The State University System of Florida presently enrolls approximately 2,500 foreign students (including resident alien and immigrant students) with the largest number enrolled at the University of Florida and smaller numbers scattered through all eight of the other institutions in the System. This number represents approximately 20% of the total number of students within the State of Florida, the largest number, approximately 60%, being enrolled at Miami-Dade Junior College. Of the students enrolled in the State University System, approximately 58% are undergraduates and 40% are graduates. Of the total population, 40% hold the "F" visa, and 32% are resident aliens and immigrants. The median age of the population is approximately 25 years. Approximately one-quarter of the population is fully supported by some sort of grant, slightly more than one-quarter is self-supporting, and slightly less than half is partially self-supported. While the population is enrolled in almost every academic major offered through the State University System, the greatest concentrations are in the Behavioral, Physical, Social, and Applied Sciences (15%), in Business (12%), and in Engineering (10%) at the undergraduate level, and at the graduate

level in the same areas but with smaller percentages. Approximately three-quarters of the population is male. This population represents approximately 3% of the total enrollment of the State University System. While the present analysis of the population coincides generally with national statistics as reported by the Institute of International Education in its annual census published in Open Doors for 1972, the rate of growth in the State University System and in the State in general has been impressive over the past five years. The State of Florida, in general, has moved from thirteenth among the states in numbers of foreign students to third, exceeded only by California and New York.

This report is the result of a consultation developed by the Field Service Program of the National Association for Foreign Student Affairs at the request of, and in cooperation with, the Office of the Chancellor of the State University System. The consultation began in November 1972 with a planning meeting in Tallahassee, continued through a series of preliminary visits to all nine of the campuses in late January 1973, involved the collection of data through a complex questionnaire immediately following the initial visit, permitted a second series of in-depth consultations at each of the campuses in early April, and is culminating in this report. More than 100 representatives of the State University System were involved in various ways; additionally, a team of three consultants and the full resources of the Field Service Program were also involved.

The patterns of international educational interchange have been gradually modified from the basic donor-client relationship which marked the

efforts of the United States in the years immediately following the Second World War to a relationship based on equality and genuine cooperation which seems to be evolving at the present time. Important social and economic factors in the developing countries, the present development of international monetary policies, and radical changes in the educational system of the United States have all played a role in causing the described modification of the policy of the United States. These factors continue to play a role and, coupled with the continuing importance of English as a language of wider communication in business, trade, and international affairs, continue to assure a flow of international students to the United States for study, but probably with a greater emphasis on graduate professional training in the foreseeable future. There are cogent reasons for the State University System of Florida not only to continue to welcome foreign students but also to consider the expansion of its international outreach to serve the international community of scholars, to enrich the academic offerings available through the System for Florida students, and to enhance the total economy of the State.

On the basis of this underlying philosophical position, a number of recommendations are offered to the Board of Regents of the State University System which, if implemented, may assist the State University System in improving its services to numbers of foreign students already in attendance and in developing the desirable greater international outreach.

RECOMMENDATION A: It is recommended that the Board of Regents appoint from among its members, with whatever other resources it may wish to pre-empt to itself from within or without the State University System, a special committee or task force, and that such a committee or task force specifically be charged to develop, for the approval of the full Board of Regents and whatever other agencies Florida School Law may dictate, a detailed statement of policy governing the international interchange of persons for educational purposes.

RECOMMENDATION B: It is recommended that the Board of Regents take special cognizance of the obligations incurred in the matriculation of students from linguistically and culturally diverse background and that the Board of Regents encourage in all practicable ways the development of methods to provide special necessary services to these populations, regardless of their country of origin, in cost-effective and efficient ways.

RECOMMENDATION B1: It is, therefore, recommended that all foreign student admissions processing be centralized in a single state-wide agency, and that all applications for admission be funneled through such a central agency for interpretation while at the same time all admitting authority remain vested in the individual institutions.

RECOMMENDATION B2: It is, therefore, recommended that one or more centers for English language instruction and/or pre-entry orientation be developed at sites in the State proximate to the largest centers of student population, and that these centers be separate from any existing institution so that they may be operated by the State University System on a System-wide basis, so that they may be operated on a continuing basis throughout the year independent of the academic calendar, and so that they may be authorized to develop a tuition structure based on actual cost plus reasonable overhead independent of any existing institutional tuition cost.

RECOMMENDATION B3: It is, therefore, recommended that a regular line position bearing the title Foreign Student Advisor be made available to each institution in the System, and that such a position by designation and salary provide the incumbent with sufficient status to perform his duties, and that the responsibilities of the position include at least institutional authority to issue for the given institution the United States Immigration and Naturalization Service Visa Certificate of Eligibility (Form I-20) and related documents, institutional authority to participate in all subsequent relations between an individual foreign student and any and all appropriate agencies of the federal

government, and institutional authority to provide all non-academic counselling, in addition to such other duties as the individual institution and/or the Board of Regents may deem appropriate.

RECOMMENDATION B4: It is, therefore, recommended that each academic unit within each of the several institutions of the System be authorized to designate one faculty member as the academic advisor to foreign students (serving perhaps on a two or three year rotational basis) at such time as the academic unit enrolls more than one foreign student.

RECOMMENDATION B5: It is, therefore, recommended that the State University System make available regular and substantial financial aid to foreign students in the form of renewable tuition waivers and low-cost loan funds specifically identified solely for this population.

RECOMMENDATION B6: It is, therefore, recommended that the State University System seek collective bids from carriers of international group insurance providing maximum benefits to insured foreign students and that such coverage be made available to all foreign students at the time of acceptance to any unit of the State University System.

RECOMMENDATION C: It is, therefore, recommended that the Board of Regents take special cognizance of the resource represented by the foreign student both to the institution he attends and to the community in which that institution is located and that the Board of Regents encourage in all practicable ways the development of methods to utilize the resources provided by foreign students.

RECOMMENDATION C1: It is, therefore, recommended that the respective academic units in each individual institution within the State University System be encouraged to develop "comparative" courses designed to take specific advantage of the educational resource represented by the foreign student.

RECOMMENDATION C2: It is, therefore, recommended that those academic units having a critical mass of foreign students sufficient to justify their doing so be encouraged to develop special credit academic courses designed for the first and last terms of the residence of such foreign students, initially to orient them to education in this country, to the requisite learning style, and to the state of their major discipline, and terminally to reorient them to their own cultures and to the applicability of their major fields to conditions in those cultures.

RECOMMENDATION C3: It is, therefore, recommended that the individual institutions in the State University System, under the guidance of the Chancellor's Office and the Board of Regents, be encouraged to develop international outreach through direct relations with other institutions and with agencies of government across national boundaries, through the equal exchange of students and faculty and, where possible, through the implementation of cooperative or joint academic programs.

RECOMMENDATION D: It is, therefore, recommended that the "Board of Regents Policy Based on Articulation Agreement Between the State Universities and Public Junior Colleges of Florida" (Appendix A, pp. A-2 through A-8, Florida Board of Regents Operating Manual) be modified to take specific cognizance of the transfer of foreign students and to indicate specific regulations pertaining to English language proficiency, to eligibility for financial aid, and to academic standards relating to transferred credit.

These recommendations are offered as a "shopping list," since none of them are in any definitive sense related to each other except that all of them depend to some degree on the implementation of the first. It is to be hoped that these recommendations will be both practical and helpful to the State University System in its long-range educational objectives.

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NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS
1860 19th Street, N.W., Washington, D.C. 20009 • 202-462-4811
Field Service Program • 202-232-1312

REPORT

of the

CONSULTATION

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25th ANNUAL CONFERENCE—MAY 1-4, 1973—DETROIT, MICHIGAN

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I. Review of trends:

The foreign student population in the State of Florida has demonstrated relatively dramatic growth over the past five-year period. Table I illustrates the growth of foreign student populations in the State in general and in State University System institutions in particular.

In summary, overall growth in the population in the State reflects an increase of nearly nine-fold while that in the State University System has at least doubled. (It may be important to note that the growth pattern in Miami-Dade Junior College has increased during the same period approximately 20 times:

1967--263 1970--3,998 1971--4,996 1972--5,871

The population at Miami-Dade now represents 61% of the State total, and Miami-Dade, according to the Open Doors census, has the largest enrollment of foreign students of any single institution or system in the United States.*) During the same period, according to the IIE census, the State of Florida as a whole has moved from thirteenth among the states in numbers of foreign students enrolled to third, ranking only below New York and California.

While the IIE census indicates that the foreign student population within the State University System has roughly doubled since 1967, the figures are probably conservative; attention is called to the fact that Florida International University and the University of North Florida

*Additional data concerning community colleges is presented in the appendix.

Table I

	1967[2]	1970[3]	1971[4]	1972[5]
Florida Total[1]	1,941	6,939	8,886[8]	9,585[6]
Florida A & M	6	20	36	0
Florida Atlantic	12	37	26	47
Florida International	NR	NR	NR	NR[7]
Florida State	207	380	418	433
Florida Tech.	NR	NR	NR	NR
University of Florida	598	879	1,133	1,083
Univ. of North Florida	NR	NR	NR	NR
Univ. of South Florida	54	100	109	120
Univ. of West Florida	NR	4	9	16
SUS Total	877	1,420	1,731	1,699
% of Florida Total	45%	20%	19%	17%

[1] All figures presented in this table are derived from the Institute of International Education annual census as published in Open Doors for the years cited.

[2] The total cited represents 37 reporting institutions.

[3] The total cited represents 42 reporting institutions.

[4] The total cited represents 46 reporting institutions.

[5] The total cited represents 43 reporting institutions.

[6] It is impossible to determine whether the totals include resident aliens; some institutions report individuals in that status, some do not.

[7] The symbol NR means "Not Reporting."

[8] From 1971 on, community colleges are specifically identified. In 1971, 15 of the 46 institutions reporting were identified as community colleges. In 1972, 18 of the 43 institutions reporting were identified as community colleges; thus, slightly over 1/3 of the institutions reporting are community colleges.

have never reported, and that Florida Technological University has reported only in 1971. Furthermore, there are discrepancies between the figures reported in Open Doors and those reflected in the "Report on Foreign Students, Headcount by University, Country and Level--Student Data Course File, Fall Quarter, 1972" [see appendix for full text of this computerized analysis] as well as those collected specifically as a part of the present consultation [see appendix for full text of this computerized analysis]. These discrepancies reflect something of the nature of the problem in trying to determine the size of the population involved. Table II summarizes this data.

Table II

	1972 (Consultation Survey)	1973 (Unofficial Oral Count)	1973 (Student Data File--SUS)
Florida A&M	85	49	260
Florida Atlantic	379	114	567
Florida International	168	150	642
Florida State	410	382	1,009
Florida Tech.	31	53	485
University of Florida	1,169	1,193	341
Univ. of North Florida	7	20	35
Univ. of South Florida	225	215	440
Univ. of West Florida	16	20	16
SUS Total	2,490	2,196	3,795

For the purposes of this study, an average of these figures (approximately 2,500 students) has been used both because it is likely that the average figure lies nearest the truth and because the total represented in the consultation survey (2,490) provided a convenient base for calculation.

The following tables summarize the present population in so far as it appears possible to analyze it from the available data.

Table III

Candidate for B. A.	767		
Candidate for B. S.	683		
Total Undergraduate		1,450	(58%)
Candidate for M. A.	635		
Candidate for Ph. D.	361		
Total Graduate		996	(40%)
Unclassified	44	44	(2%)
Total SUS	2,490	2,490	

Table IV

	Total	Undergraduate	Graduate
Fully funded	645 (26%)	62	583
Partially funded	1,120 (45%)	898	222
Self-funded	690 (28%)	442	248
Unknown	35 (1%)		
Total SUS	2,490		

Table V

	1970	1971[1]	1972
Undergraduate			
"F" Visa	195	454	544
"J" Visa	14	40	3
Other Visa	0	4	3
Resident Alien and Immigrant	242	644	334
Unknown		79	
Graduate			
"F" Visa	253	613	273
"J" Visa	79	191	104
Other Visa	2	1	10
Resident Alien and Immigrant	87	156	138
Unknown		308	

Table V (Continued)

	1970	1971[1]	1972
Graduate and Undergraduate			
"F" Visa		1,067 (43%)	
"J" Visa		231 (9%)	
Other Visa		5 (---)	
Resident Alien and Immigrant		800 (32%)	
Unknown		387 (16%)	
Total SUS		2,490	

[1] 1971 is the only year for which the data are complete enough to venture analysis.

Table VI

Date of Birth	Age at Survey		Percentage	Number
1952	21		6%	166
1950	23		13%	342
1948	25	(MODE)	15%	366
1946	27		13%	323
1944	29		9%	227
1942	31		7%	171
1940	33		6%	138
1938	35		3%	64
1936	37		2%	59
1934	39		2%	42
1932	41		1%	29
<1931	42>		3%	63
Unknown			20%	499

NB: Approximately 50% of the population are 27 or under, approximately 27% are between 27 and 42, and approximately 3% are over 42. If the missing 20% are mostly in the over-27 group, the age distribution nearly parallels the graduate/undergraduate division. It is also interesting to note that individuals included in the survey who are from Latin America (i.e., Central and South America including Brazil) tend to be in general slightly younger than the median, while students from Africa, Europe, and the Far East tend to be somewhat older. No comparative data are available on the general population in the U.S.

Table VII

Undergraduate

Field	FAM	FAU	FIU	FSU	FTU	UF	UNF	USF	UWF	TOTAL	
Agriculture	8	0	0	0	0	0	0	0	0	8	
Architecture	0	0	0	0	0	23	0	0	0	23	1%
Basic Studies	0	0	2	8	0	73	0	0	0	83	3%
Beh Phys Soc Appli	9	99	41	39	12	146	7	27	4	384	15%
Business	8	102	78	40	8	40	0	27	3	306	12%
Education	2	66	11	7	0	38	0	5	1	130	5%
Engineering	6	25	0	5	7	136	0	62	4	245	10%
Forestry	0	0	0	0	0	0	0	1	0	1	
Health Rel Profs	0	0	10	3	0	3	0	0	0	16	
Home Economics	0	0	0	5	0	0	0	2	0	7	
Journalism	0	0	0	0	0	10	0	1	0	11	
Library Science	0	0	0	0	0	2	0	1	0	3	
Music	0	5	0	2	0	1	0	0	0	8	
Nursing	1	0	5	0	0	0	0	0	0	6	
Pharmacy	20	0	0	0	0	19	0	2	1	42	2%
Preprofessional	2	0	1	2	0	45	0	0	0	50	2%
Social Welfare	0	3	1	5	0	0	0	0	0	9	
Voc Tech Training	2	0	0	0	0	0	0	0	0	2	
SUS TOTALS	58	300	149	116	27	536	7	128	13	1,334	53%

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Table VII (Continued)

Graduate

Field	FAM	FAU	FIU	FSU	FTU	UF	UNF	USF	UWF	TOTAL	
Agriculture	1	0	0	0	0	154	0	0	0	155	6%
Architecture	0	0	0	0	0	10	0	0	0	10	
Basic Studies	0	0	0	1	0	0	0	12	0	13	
Beh Phys Soc Appli	0	27	1	145	0	159	0	2	1	335	13%
Business	0	18	11	44	0	44	0	22	2	141	6%
Education	1	15	0	61	0	19	0	11	0	107	4%
Engineering	0	2	0	8	0	141	0	0	0	151	6%
Forestry	0	0	0	0	0	4	0	0	0	4	
Health Rel Profs	0	0	0	3	0	3	0	0	0	6	
Home Economics	0	0	0	4	0	0	0	0	0	4	
Journalism	0	0	0	2	0	6	0	0	0	8	
Library Science	0	0	0	8	0	0	0	0	0	8	
Music	0	0	0	7	0	0	0	0	0	7	
Nursing	0	0	0	0	0	4	0	0	0	4	
Pharmacy	0	0	0	0	0	11	0	0	0	11	
Preprofessional	0	0	0	0	0	2	0	0	0	2	
Social Welfare	0	0	0	11	0	0	0	0	0	11	
Voc Tech Training	0	0	0	0	0	0	0	0	0	0	
SUS TOTALS	2	62	12	294	0	557	0	47	3	977	39%
Unknown	25	17	7	0	4	76	0	50	0	179	7%

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Table VIII

Male	1,759	70%
Female	340	14%
Unknown	391	16%

The information in these tables may be compared with national averages as reported in the IIE census in Open Doors, 1972. The distribution by sex, for example, is quite typical; IIE reports 72% male, 24% female, and 4% unreported. In addition, the IIE census shows 51% undergraduate as opposed to 42% graduate and 7% special and unreported; again, these figures are rather like those evident in Florida. The financial support item, however, shows some interesting difference. Nationally, 37% of students are self-supporting as compared with only 28% in Florida. IIE reports 29% fully or partially sponsored, while Florida reports 26% fully sponsored and 45% partially sponsored, for a combined total of 71%. The difference lies in the number unknown, only 1% in Florida as opposed to 34% nationally. However, the percentage of fully self-supported students is somewhat lower than the national average. The national distribution by major fields is somewhat different from that reflected in SUS institutions. For purposes of comparison, data from the 1973 IIE census is presented as Table IX, on the following page.

In summary, then, the State University System enrolls approximately 2,500 foreign students (including resident aliens and individuals in immigrant status) out of a total population of approximately 82,000 students. To put it another way, approximately 3% of the students

Table IX*

Fields of Study of Foreign Students--1971-1972

Engineering	Ug	16,568
31,722	Gr	14,180
22.6%		974
Humanities	Ug	12,664
23,431	Gr	7,588
16.7%		3,179
Physical and Life Sciences	Ug	7,156
20,458	Gr	12,501
14.6%		801
Business Administration	Ug	12,246
19,298	Gr	6,313
13.8%		739
Social Sciences	Ug	7,508
17,293	Gr	9,175
12.3%		610
Medical Sciences	Ug	4,550
7,153	Gr	2,394
5.1%		209
Education	Ug	3,102
7,015	Gr	3,639
5.0%		274
Agriculture	Ug	2,986
5,197	Gr	2,106
3.7%		105
All Others	Ug	245
352	Gr	68
0.3%		39
No Answer	Ug	4,407
8,207	Gr	1,369
5.9%		2,431

*From Open Doors, pp. 8, 11.

Table IX (Continued)

Sources of Support of Foreign Students--1971-1972

Self-Supporting	Ug	33,282
51,844	Gr	16,505
37.0%		2,057
U.S. Institution	Ug	6,135
21,385	Gr	14,866
15.3%		384
Private Organization	Ug	2,064
6,674	Gr	4,220
4.8%		390
U.S. Government	Ug	1,304
4,078	Gr	2,642
2.9%		132
Foreign Government	Ug	2,389
5,084	Gr	2,521
3.6%		174
U.S. Institution and Private Organization	Ug	257
659	Gr	380
0.5%		22
U.S. Government and U.S. Institution	Ug	332
744	Gr	401
0.5%		11
Foreign Government and U.S. Institution	Ug	273
696	Gr	412
0.5%		11
U.S. Government and Private Organization	Ug	53
203	Gr	147
0.1%		3
Foreign Government and Private Organization	Ug	79
268	Gr	182
0.2%		7
Support Not Known	Ug	25,264
48,491	Gr	17,057
34.6%		6,170

enrolled in the nine institutions of the State University System are foreign students.* Although the proportion of such students is relatively small, the growth pattern has been notable. (While the growth in the System has been impressive, it has remained consistent with the general growth pattern across the country and has been minimal in relation to the growth in the State at large.) This relatively rapid pattern of growth in the special population has created some problems with which the System has not yet been able to cope. These problems too are typical of similar manifestations in other expanding institutions and systems across the United States. In general, the problems fall into a small number of broad categories: admission (e.g., the evaluation of foreign credentials), English language proficiency, advisement (particularly in the area of relations between the foreign student and various agencies of government which have a concern with him exactly because he is not a citizen), housing, financial aid and insurance, and community relations. As these matters have surfaced, the present consultation has attempted to examine them both in relation to the individual institutions of the System and in relation to the System itself. In a variety of ways, the remainder of this report will attempt to present a number of alternative models for the solution of these broad problems.

*It is difficult to establish general comparable ratios across the United States. The proportion ranges from 47% of the total population at Woodbury College in Los Angeles to 1.2% at the University of Tennessee (as cited in Open Doors). Miami-Dade Junior College enrolls 15.4% of its population from abroad. A more general average, however, appears to be approximately 4%.

II. History of the Consultation:

During the Fall, 1972, contact was established between Dr. Paul Parker, Director of University-Wide Programs, Office of the Vice Chancellor for Academic Affairs of the State University System of Florida, and Ms. Mary Chance, Associate Director of the National Association for Foreign Student Affairs, specifically responsible for the Field Service Program of the Association. Preliminary discussions were conducted to determine the feasibility of conducting a State-wide consultation concerning the presence of foreign students on the various campuses of the State University System. In early November, the Field Service Program of NAFSA established contact in this context with Dr. Robert B. Kaplan, Director of the English Communication Program for Foreign Students and Professor of Applied Linguistics at the University of Southern California, who is an experienced consultant for the Association, and who had previously been involved in a consultation for a large university system. Dr. Kaplan traveled to Tallahassee on November 16 and 17, 1972, for talks with individuals within the System. During those talks, a general plan for the consultation was evolved. That plan has unfolded in four phases.

The first phase allowed for the review of information (from the catalogues of the respective institutions, as well as from publications of the Office of the Chancellor, the Board of Regents, and other educational agencies), application forms, and other printed material. During this period, a questionnaire was designed to elicit the demographic data which

provided the basis for the analysis of population presented in the first part of this report. That questionnaire was submitted to various persons at each of the institutions for review. In the period January 22 to January 27, 1973, Dr. Kaplan visited each of the institutions in the System for preliminary conversations with appropriate officers of those institutions and with students. (Regrettably, the death of President Johnson resulted in the proclamation of a national day of mourning which precluded the scheduled visit to the University of North Florida.) This rapid personal survey of the various institutions constituted the second phase of the consultation. Immediately following that preliminary visit, officers at the various institutions completed the questionnaire which had been distributed and returned the data to Dr. Kaplan through Dr. Parker, who undertook a preliminary hand tally. Subsequently, the data were analyzed by Mr. Robert A. Jones, Director of the University Testing Service, at the University of Southern California. [These full data are available as appendices to this report.]

While the data were being analyzed, Ms. Josephine Leo and Mr. Kenneth Rogers, respectively of the University of Maryland and Washington University, St. Louis, participated with Dr. Kaplan in performing in-depth consultations with each of the institutions in the State University System. During the period between April 3 and April 7, Ms. Leo visited Florida A&M, the University of West Florida, and the University of North Florida; Mr. Rogers visited Florida International University, Florida Atlantic University, and the University of Florida; Dr. Kaplan

visited the University of South Florida, Florida Technological University, and Florida State University. The individual campus reports of these consultations are attached to this report as appendices. These in-depth visits constituted the third phase of the consultation. The three consultants had an opportunity to share their findings during a meeting in Detroit in conjunction with the annual conference of the National Association for Foreign Student Affairs during the week of May 1. At the same time, they had an opportunity to review briefly a preliminary version of the recommendations which were evolving and to examine as much of the data as were at that time available.

As the beginning of the final phase of the consultation, the preliminary findings and recommendations were presented to the State University System Interinstitutional Committee on International Studies at a regular meeting of that Committee in Boca Raton on May 14, 1973. The present report represents the culmination of the consultation.

It is conventional in such reports to provide a list of names of individuals from the various campuses who participated. In this instance, the list is so extensive, including nearly one hundred persons, some of whom were involved more than once, that it will be provided in the appendices. It is also conventional, in consultation reports, to provide a brief historical summary of the institution. In this instance, the histories of the individual institutions are varied, some of those institutions being very recently founded, and are quite different from the history of the State University System itself. Both in view of the complexity implicit in any such historical

summary and in view of the fact that this report is addressed to the State Board of Regents who can be presumed to know the history better than the consultant, the traditional summary will be omitted.

The next section will attempt to present the philosophical assumptions underlying the consultation and to set the stage for the recommendations which will follow.

III. Review of the Present Situation:

The State University System of Florida has experienced rather dramatic growth in its foreign student population during the past three to five years; indeed, according to the 1972 Institute of International Education census published in Open Doors, the State of Florida has moved from thirteenth among the states to third in the past three years in terms of total number of students. While these figures represent total enrollment in the State, including some community colleges as well as institutions outside the State University System, the figures are essentially representative of the growth pattern within the State University System as well.

A survey conducted as part of this consultation reveals that the State University System presently enrolls approximately 2,500 international students. [Details of population analysis have been presented earlier in this report.] The population of foreign students has expanded since approximately 1967 with such rapidity that the State University System has been unable to cope with the growth in terms of requisite services or in terms of policy. It appears that the growth pattern has rather caught the institutions within the System by surprise; that is, this source of population was unanticipated. Yet at the present time, every one of the institutions in the system enrolls some foreign students. While it is true that the numbers vary dramatically, from more than one thousand at the University of Florida to approximately 20 at the University of West Florida, the problems tend to be essentially the same everywhere.

These mutual problems stem from a variety of causes. Perhaps most important among the causes is the lack of a clear statement of policy regarding the nature of the commitment of the State University System. The Florida School Laws (Chapters 228-245) contain no reference to foreign students as such (except in so far as foreign students are to be considered non-resident students). While the Florida Board of Regents Operating Manual ["Operating Policies and Procedures," Section 2 (State University System), pp. 2-57A through 2-57E, paragraphs 7.17 A through F] does contain some information, which was only added as of July 18, 1972--less than one year ago--that material is not sufficiently precise in its terms to be of use to those individuals who must deal daily with the problems of foreign students. Indeed, paragraph 7.17 A (pp. 2-57A through 2-57C) specifically defines the section as ". . . an SUS policy governing the admission of foreign students to SUS institutions." The following paragraphs of the SUS policy statement deal only with academic eligibility, English language proficiency, financial resources, and health. While it is undeniable that these areas are critical in the admission of foreign students, they do not in themselves constitute a policy toward foreign students.

In their more recent publications, individual institutions within the SUS have taken cognizance of the growth pattern and have derived pride from it.

> Florida stands as a bridgehead between the United States and the other nations. Geographically, she is like an arm jutting

> into the sea. Historically, she has prospered under the flags of four nations. In the present century, she has become a major port of entry for the entire country and has received hundreds of thousands of immigrants from abroad. . . . As the leading institution of higher learning in the state, the University of Florida has long been aware of Florida's unique international position. . . . During the last two decades, the University of Florida's commitment to international studies has expanded rapidly. . . . The expansion of efforts in these directions represent a conviction on the part of the University that students in today's world must be aware, in more than a superficial way, of the developments and trends . . . if they are to live in a world of peace and harmony. International education is essential for the citizenry and leaders of the twenty-first century--the student body of today. [International Studies and Programs]

As further evidence of the interest in international education in the State, the Department of Education commissioned a study entitled, "A Statewide Study: Identified Problems of International Students Enrolled in Public Community/Junior Colleges in Florida," undertaken by Dr. Robert L. Breuder and completed in May, 1972. All of this activity is consonant with the general policy of the Board of Regents to keep Florida in the forefront of education in the United States. The November 10, 1972 issue of Higher Education and National Affairs [Vol. XXI, No. 43, p. 7], for example, reports that Chancellor Mautz "announced that a state-wide review of all graduate programs offered in the state universities has been initiated to determine their cost, quality, and need. . . . The review is the second step taken by the regents in what was described as an effort 'to prevent duplication and proliferation of expensive . . . programs during a time of declining federal and state financial support.'" It may be assumed that the general concern extends to international education and

to foreign students. The State-wide consultation here reported is undoubtedly a part of the larger issue.

The general philosophy supporting an active international education program has been well articulated in a policy statement approved by the University of Kentucky Faculty Senate on February 8, 1971:

> Education, to prepare people for effectively contributing to the development of a relatively harmonious world society and for living purposeful and productive lives in it, must be redirected to recognize the plurality of diverse cultures in the world, the existence of common concerns, and the need for more effective mechanisms for international and inter-cultural cooperation. To meet this challenge, the educational systems of all societies will need to develop and disseminate new knowledge for new purposes, to reorient attitudes, values and conceptual understandings, and to develop new abilities to harmonize human relations and to apply professional skills in new situations.

The policy statement promulgated by the University of Kentucky implies recognition of new elements in international education. The decades immediately following the end of World War II placed the United States in a donor-client relationship with the then developing countries of the world. During the same period, as new developing countries emerged out of imperialistic constraints, the popular donor-client relationship was also extended to them. Thus, the United States contributed funds and expertise to the solutions of problems in other countries. While such aid from the United States was necessary, it tended to develop a growing resentment against that aid in the developing countries, in part as a manifestation of the fact that once the aid was withdrawn or terminated no vestige remained with the developing country. Gradually, as a function of expanding nationalism as well as a function of the ephemerality of the aid effort, the nature

of the role played by the United States has needed alteration. The alteration has been slow in coming. Educational institutions in the United States which participated in the general aid pattern were sometimes negligent in providing the kinds of assistance which could have produced a lasting effect in the recipient country because they were slow to recognize that the educational and technological patterns of the United States were not universally applicable. Thus, both in the recruitment of foreign students and in the exportation of domestic faculty, sufficient attention was not provided either to the demonstrable needs or to the psychological desires of the recipient countries and their people. At the same time, there was a consistent failure on the part of the United States and its educational institutions to recognize the role played by the international migration of intellectual talent in the international balance of payments.

The decade of the 1970s has most clearly begun to demonstrate the demoralizing effects of prior policy. For whatever reasons, there was a public revulsion against international education and against the continued expenditure of tax monies in the support of international programs which were neither benefiting the United States directly nor seemed greatly appreciated by the recipient countries. There was a clear erosion of resources for international education. At the same time, the gradual development of newer nations had created a greater need for education in those countries and a greater need for students to go abroad to study. The growth of education in many developing countries over the past two decades has been startling, and it may be fair to say that many developing

countries now have quite adequate capabilities to provide all necessary education through the baccalaureate level. However, the rather more rapid expansion of educational opportunity as opposed to the rather more gradual growth of the modern sectors in developing countries has tended to produce what some economists have called a "holding pattern" for the aspiring youth in those countries. The term is derived from the "stack" configuration of aircraft waiting to enter a busy airport. Since there is a continual pressure, even in developed countries, for populations to move to urban environments in search of better, more affluent life styles, and since better, more affluent life styles are a concomitant of modernization, in most developing countries far more individuals wish to enter the modern sector than can possibly be accommodated. The growth of the modern sector is limited in terms of the capability of the country to industrialize--to make the transition from an essentially agrarian to an essentially industrial economy. Education was viewed by many as the panacea which would expedite that transition. It has not proved to be one. Thus, an aspiring youth, already basically educated in the home country, must enter a jobless holding pattern until such time as he may find a place in the modern sector. (Or he may return to the poverty and discomfort of the native village or farm, but the backward movement is strongly inhibited by all kinds of social factors, including the unacceptability of failure in some cultures.)

Both the youth and his family, once he enters the holding pattern, view higher education--particularly foreign higher education--as a factor

in enhancing his position in the holding pattern. Since he is not gainfully employed anyway (and perhaps since he represents the cumulative family aspiration to a better life), the family will frequently sacrifice to provide him the opportunity to acquire still more education. The recent international monetary situation and the resultant devaluation of the dollar greatly increases the potential for the youth to come to the United States to seek greater educational opportunity, and perhaps to immigrate. (It is an irony of the international educational situation that the acquisition of still more education may overtrain the youth to such an extent as to shut him out of the perceived needs of his home country and to force him to seek employment in a modern sector much more developed than that he can find at home.) The decision to immigrate is complex and influenced by a great variety of factors. There is some evidence that the younger adult--the one whose ties to his parental family are loosest and whose individual ties through marriage have not yet developed--is the one who is most likely to immigrate. There is also some evidence that the more successful the individual is in acculturating himself to the new environment, the greater the probability that he will remain in it. There are, of course, economic and political factors involved as well.

It is a coincident accident of history that English as a language has gained enormous importance at this particular time. Part of the cause for its importance lies within the characteristics of the language itself; part of the cause lies in the economic and technological supremacy of the United States over the past quarter century. While there is no question

that the technological supremacy of the United States is being eroded, there is also no question that English, particularly the metropolitan model of English available in the United States, will for the foreseeable future retain its supremacy in international political affairs [NB: West Germany's Chancellor Willy Brandt carefully spoke English in all his public appearances during his official state visit to Israel in June, 1973], in international business affairs, and in international scientific affairs. The predominance of English internationally makes it a desirable tool not only for the youth in the holding pattern but for any business or political leader in the developing world.

These factors will tend to bring increasing numbers of foreign students to the United States to study in the foreseeable future, barring an international catastrophe of some sort. The question remains whether such students contribute to the educational structures in the United States and whether they should therefore be welcomed. There appear to be three reasons why they should be welcomed. First, quite aside from any issue of tuition, they constitute an important element in the international balance of payments. Tuition has been set aside as an issue because there seem to be increasing indications that non-resident tuition may be held illegal by the courts. Discounting tuition, then, the foreign student, like everybody else, has to buy food, clothing, transportation, books, services, and entertainment while he is in academic residence. In most instances, while he is exempt from certain taxes, he does pay the local and federal sales taxes and hidden taxes on all those items he buys. The earlier analysis

of the population in the State University System of Florida reports that approximately 30 percent of the 2,500 foreign students enrolled in the institutions of the System are self-supporting (750). Assuming that each of these students stays for a minimum of two years in academic residence pursuing a first graduate degree (even though the population analysis reports that 58 percent of the population is at the undergraduate level), and assuming that each of these individuals lives at the survival level, spending only $700 for food, $800 for housing, $200 for transportation, $100 for books, $75 for services (including public utilities), $75 for entertainment, and $50 for clothing--a total of $2,000 for the thirty-odd weeks of the academic year (assuming that all of them leave the country during the summer)--this fully self-supporting population will, in two years residence, spend three million dollars in Florida, of which approximately five percent will be in local taxes ($150,000). If this population is indeed fully self-supporting, this three million dollars will be foreign money spent in the United States--entirely new money both for the economy of the State of Florida and for the United States. Obviously, the estimate presented above is extremely conservative; it is probably closer to reality to estimate that the foreign student population in the State University System is bringing in the neighborhood of ten million dollars per year into the State's economy. Furthermore, there is ample evidence that students who go home on completion of training tend to return to the United States in subsequent years as representatives of government or private sector enterprise from their home countries and to contribute

again to the economy of the United States both as purveyors of goods and services and as individuals living in the economy. Florida, as a major port of entry, stands to benefit from such future potential.

Second, the foreign student represents an enormously rich educational resource. In more obvious ways, he can help to metropolitanize a campus. But that may be said to be only the visible part of the iceberg. While the student may not have externalized his knowledge, he does carry with him a vast pool of information about his language, his culture, and his country. Faculty should learn to utilize the informant source to enrich the classroom experience for domestic students. There have, for example, been experiments conducted in various parts of the country which have brought the foreign student into elementary school classrooms merely as an additional live resource to the teacher; and this is at best a minimal and passive use of the resource. The foreign student may bring new perspectives to old problems if he is utilized in research; he may have information available on local conditions which could significantly influence the direction of research; he is not only a device to cosmopolitanize the campus for the domestic student, but he may be a device to internationalize the faculty and the community, to bring town and gown closer together in this context. It is, furthermore, obvious that the foreign student who returns home, as a function of the natural selection which brought him here in the first place, is likely to achieve a position of leadership in his home country. That leadership can be a significant benefit not only to the United States in a political sense but to his

institution in terms of achieving the broader goals of international education. The successful foreign student, like the successful domestic student, is a source of pride to the institution which produced him and at the same time is a natural recruiter for it. Because Florida combines within its borders the best elements of both agricultural and urban society, because its climate is tropical, because its educational system is already distinguished, it stands to provide a natural attraction for students from developing countries which are also largely tropical.

Third, as a result of the changing patterns of international education, Florida has the opportunity to take leadership in evolving the new patterns. It is clear that the donor-client relationship between the United States and the developing countries represents a pattern of the past and that the present pattern which is evolving is one in which the United States and the developing countries will participate as equals. Such a pattern calls not only for the recognition of those factors outlined in the University of Kentucky statement but also for the evolution of a pattern of direct relationships between educational institutions and systems in the United States and educational institutions and governmental agencies in other countries. Such a pattern of relationships across national boundaries will have to take into account the commonality of certain educational and societal problems and the concomitant development of an international network of scholars dedicated to the solution of those problems. This new pattern of relationship will have to be predicated upon the real needs of the developing nations. In turn, that assumption demands that educational

institutions in the United States stand prepared to undertake some reorganization of their curricula and to devise both new configurations of knowledge and new delivery systems for that knowledge. The foreign student constitutes an important element in this process because he is already here, because he represents the quest for the new configurations of knowledge, and because he ultimately will be the user of the new delivery systems which must be devised. At the same time, he represents only half of the elements in the newly evolving educational patterns. His counterpart, the United States citizen who travels abroad to study and to enrich his educational experience, constitutes the other half of the elements. These two hemimorphs, the foreign student studying in the United States and the United States citizen studying anywhere abroad, are complementary; any academic entity which wishes to engage itself with one must necessarily also engage itself with the other. Hopefully, the time has arrived when interinstitutional (or institutional-governmental) cooperation across national boundaries will concern itself not only with abstractions but with reciprocal exchanges of students and scholars on an equal footing both intellectually and economically. The foreign student currently constitutes one strand which is already in place. From this strand the rest of the fabric may be woven.

These philosophical assumptions underlie the current consultation. It is a primary assumption of the following recommendations that there are good and practical reasons why foreign students should be encouraged to enroll in United States institutions of higher learning and specifically

in State University System of Florida institutions. Quite aside from the assumptions presented above, such considerations as those derived from the present state of education in the United States must be weighed. There is some evidence that, in terms of numbers, domestic enrollments have peaked and that they will level off in the near future at some point well below the peak. Academic institutions have, in some instances, over-built their physical facilities to provide for a level of population which is unlikely to materialize. It is therefore probable that adequate space is available to accommodate significant numbers of foreign students. There is also some evidence that the present economic situation in the United States is inhibiting some individuals who would normally enter college from entering it as early or staying in it as consistently as they might have in other times. Under the international economic conditions discussed above, there is also some evidence that foreign students have the fiscal capability to enter and remain in United States academic institutions with minimal financial assistance. It can be argued that a commitment on the part of academic institutions to indigenous minorities is in no sense incompatible with a parallel commitment to students from the developing nations; quite the contrary, the two commitments may be regarded as complementary.

Since paragraph 240.042 of Chapter 240 of the Florida School Laws (pp. 1216-17) authorizes the Board of Regents to establish policy for the State University System and to employ persons to implement such policy, and since paragraph 240.052 of Chapter 240 of the Florida School Laws

(pp. 1217-18) states that: "The Board of Regents is invested with full power and authority to make all rules and regulations governing admission of students . . .," and further authorizes the Board of Regents to establish tuition policy for non-resident students, and since there already exists a precedent for educational cooperation in Chapter 244, Part II, paragraph 244.06 of the Florida School Laws (pp. 1248-49)--albeit that precedent applies only to other states within the United States--it appears valid to address the recommendations which follow to the Board of Regents of the State University System of Florida.

In considering these recommendations, the Board of Regents--or any body to which it may wish to delegate consideration of these recommendations--seems to have three clear choices. If the Board of Regents accepts the assumptions on which this consultation is based and approves the concept and the feasibility of greater international involvement, it may wish to attempt to implement these recommendations. On the other hand, the Board of Regents may disagree with the assumptions and may wish to disengage the State University System of Florida from any further involvement with foreign students. A third option remains; that is, to accept or reject the basic assumptions of this consultation and to maintain the status quo in the system. Should the Board of Regents opt for the alternative of disengaging itself, no recommendations seem necessary and this report becomes redundant. In the event that the Board of Regents chooses to maintain the status quo, a number of individual institutional reports are

attached. These institutional reports may aid individual institutions to perform more effectively within the status quo.

The recommendations which follow are divided into two categories: those which are essentially administrative, and those which are essentially academic. The first recommendation is central to both sets. In general, the recommendations, except for the first, are not sequential; the recommendations should be regarded as a shopping list, and the development of priorities obviously belongs to the Board of Regents.

IV. Recommendations:

The greatest and most urgent need seems to be for some clear and unambiguous statement of policy principally relating to foreign students but generally relating to the whole continuum of international education and the concomitant international interchange of persons for educational purposes. The difficulty of developing guidelines which are sufficiently broad to apply to all the institutions in the system without inhibiting their individual growth and at the same time without losing all meaning is recognized. Furthermore, it is recognized that the individual institutions are likely to look differently at guidelines than is the Board of Regents or the Office of the Chancellor. The institutions may either resent alleged invasions of their prerogatives or may find guidelines insufficiently specific to be useful in a given situation. The higher levels of State administration, on the other hand, may assume guidelines to be sufficiently specific and may be more concerned with enforcement in a diverse system. Be that as it may, there is at present among the institutions within the System a perceived need for clear guidelines in regard to the whole broad issue of international education. In many institutions and systems across the United States, foreign student enrollments and related programs have grown like Topsy, without any notable planning. The purpose of this recommendation is to achieve some formal recognition of the existence of a population and of the need to deal with this special population in ways somewhat different from those typically applied to domestic populations. The content of the policy, obviously,

is the concern of the Board of Regents; that is, the policy may espouse international education in greater or lesser ways, or it may disengage the System from any involvement, or it may reaffirm the status quo. What is important is that everyone in the System concerned with the area of international education knows what the guiding principles of the System are.

> RECOMMENDATION A: It is recommended that the Board of Regents appoint from among its members, with whatever other resources it may wish to pre-empt to itself from within or without the State University System, a special committee or task force, and that such a committee or task force specifically be charged to develop, for the approval of the full Board of Regents and whatever other agencies Florida School Law may dictate, a detailed statement of policy governing the international interchange of persons for educational purposes.

It is suggested that such a statement of policy concern itself with a rationale for doing whatever it proposes to do, with specific reference to foreign students, with specific reference to foreign scholars, with specific reference to United States and Florida citizens studying abroad, with specific reference to United States and Florida citizens serving as faculty and research scholars abroad, with specific reference to evaluation of foreign credentials and the role of English language proficiency both as a criterion for admission and as a campus requirement, with specific reference to the student personnel services and concomitant academic advisement to foreign nationals (not on the basis that they are foreign nationals, but on the basis that they may be native speakers of a language other than English and participants in a different cultural pattern), with specific reference to the housing and other involvement of

foreign nationals with the community around the academic campus at which they may be in residence, and with specific reference to the intent which will establish tuition patterns. There is a substantial literature in all of these areas, not only from associations like the National Association for Foreign Student Affairs but also from research conducted at academic institutions around the country. It is suggested that the Board of Regents may wish to commission a full study of the economic impact of foreign students on the State and on the State University System as a part of its priority determination. It is suggested that the Board of Regents may wish to call upon the expertise represented by individuals within the State University System who were called in to participate in the consultation herein reported. It is further suggested that the Board of Regents may wish to have the committee herein described or some similar committee become a standing committee which will be additionally charged with periodic review and adjustment of the policy as international circumstances may warrant.

The presence of foreign students within the System, should that be deemed desirable, places upon the System the obligation to provide certain services not requisite for most domestic populations. (However, it must be understood that political status in the sense of the type of visa an individual holds is not a genuine consideration; rather, the issue should revolve around linguistic proficiency and cultural adaptation. There are domestic populations whose linguistic and cultural backgrounds are so diverse from the population sociocultural norms of the United

States as to be more closely related to foreign students than to other domestic populations; by the same token, there are foreign students--from countries like Canada and Great Britain--who are nearer the domestic anticipations than might be some domestic students of Native American or Black origin. The presence of culturally and linguistically diverse populations, regardless of their nationality or visa status, presents the same obligations for special services.) In the case of foreign students, those obligations fall into the areas of admissions evaluation, language proficiency, student personnel services and academic advisement, housing, and the special relations of those students with agencies of government.

> RECOMMENDATION B: It is recommended that the Board of Regents take special cognizance of the obligations incurred in the matriculation of students from linguistically and culturally diverse background and that the Board of Regents encourage in all practicable ways the development of methods to provide special necessary services to these populations, regardless of their country of origin, in cost-effective and efficient ways.

The following administrative recommendations are offered as specific ways in which this second recommendation may be implemented.

At the present time, each institution in the System evaluates foreign credentials for itself. Thus, there is a duplication of manpower resources. Because the flow of international applications varies enormously among the institutions in the System, and because most of the institutions have not yet achieved a critical mass of applications, the amount of resources devoted to such applications varies and the results vary. Thus, there is not only an enormous duplication of effort, but there is a high degree of waste, both in terms of the time invested by

admission officers and in terms of the errors made which result on occasion in the selection of students who are poor academic risks or in the placement of students in inappropriate programs. It is alleged that the State University System Admissions and Records Committee is already considering the possibility of recommending the centralized processing of admissions data for all institutions in the System. Such a recommendation appears eminently reasonable. Centralized processing utilizes to maximum efficiency available manpower, cuts down cost and time delay in processing, develops at a much more rapid rate expertise in the interpretation of particular types of documents, encourages the development of a pool of knowledge, and provides a number of other tangential benefits (including the development of a service which other organizations or institutions may wish to share).

> RECOMMENDATION B1: It is, therefore, recommended that all foreign student admissions processing be centralized in a single state-wide agency, and that all applications for admission be funneled through such a central agency for interpretation while at the same time all admitting authority remain vested in the individual institutions.

It is suggested that the process might work in the following manner: A student from country "X" may write to institution "A" requesting admission. The admissions office--or an academic office--will, upon receipt of the letter of inquiry, send the candidate a uniform packet of materials and will forward the original letter plus a notification of date on which the uniform packet was mailed to the Central Admission Clearinghouse. The packet itself contains a generalized application form,

medical record request, financial statement request, prior academic records request, and notification to address all subsequent correspondence to the Central Admission Clearinghouse. The Clearinghouse will collect all requisite material, ultimately will evaluate the packet in terms of the institution to which the individual first applied, and will forward the packet with its recommendations to the institution. The institution ("A") will admit or reject the student. If the student is admitted, the institution admitting him will furnish the Clearinghouse periodic copies of the student's records so that a case-history may be built for purposes of evaluating the admission process. The Clearinghouse will be largely supported through a non-refundable application fee calculated on real-cost basis. The Clearinghouse does no admitting. Its functions are evaluation of foreign credentials and development of information on foreign applicants for purposes of improving the evaluation of foreign credentials. The Clearinghouse is not a policy-making agency; rather, the policy for admissibility is developed by the institutions and implemented by the Clearinghouse. It is to be hoped, of course, that the institutions would consult with the Clearinghouse to utilize its expertise in the policy-making process.

At the present time, only one of the institutions in the State University System offers any formal instruction in English as a second (or foreign) language. Regrettably, at the present time, many individuals whose proficiency in English is not adequate to academic success in a United States institution are being admitted. The fault does not lie in

the admissions process; rather, it lies with the fact that no extant test of language proficiency is adequate to the measurement of linguistic performance. In brief, no presently available test provides any meaningful measure of linguistic aptitude, attitude, or motivation.

As part of the survey conducted in the second phase of the current consultation, all nine institutions in the System indicated that high-level English language proficiency is a criterion for admission. All nine of the institutions stated that the Test of English as a Foreign Language (TOEFL) was employed to determine proficiency as a criterion for admission, with six of the institutions requiring scores between 450 and 550 and two requiring scores between 550 and 650 for admission. (One institution did not respond to the questionnaire.) Only one institution indicated that it provided elementary and intermediate level instruction in English (The University of Florida), while three stated that they offered advanced-level instruction. During the various phases of the consultation, two institutions were found to offer special sections of remedial English or Freshman English for foreign students, but such instruction would not normally be classified as advanced-level instruction by national standards. [See the NAFSA Guideline on English Language Proficiency, Revised ed., 1972, for further information.] Of the institutions reporting, apparently none make significant use of the equally well-known University of Michigan Test or the American Language Institute, Georgetown University, Test (ALIGU). Only three of the institutions report that they sometimes encourage students to attend English language institutes

elsewhere, but none specified where. There appear to be three major programs in English as a second language in the State, none within the State University System: The University of Miami, Miami-Dade Junior College, and the English Language Services Center attached to Barry College in Miami; thus, all three large programs are in the Miami area. There have been two unsuccessful attempts to organize major programs elsewhere: the special curriculum at Florida State University between 1968 and 1970, and the FILI (Florida Inter-American Learning Institute) program, an outgrowth of the Florida-Colombia Alliance, organized originally at Tallahassee Community College, transferred to Florida Institute of Technology at Melbourne in 1970, and subsequently phased out. At the present time, at least two related proposals are under consideration at various points in the administrative structure at Florida State University. The Department of English faculty at the University of South Florida has also given the matter serious consideration as has an ad hoc group at Florida Technological University. The only operational program within the State University System is the fine program at the University of Florida under the direction of Dr. Jayne Harder. That program, however, is relatively small--indeed, in part its quality is related to its size. While the program is of high quality, its status within the University is such that few students have a significant opportunity to take advantage of it.

Many faculty, particularly in the graduate professional schools, however, report that students do not have adequate English language proficiency

to succeed. It is demonstrable that the TOEFL does not provide adequate information to allow admissions officers to make intelligent decisions. The TOEFL is often administered many months prior to the arrival of the student on campus; the test provides a measure only of passive skills, and then only at the moment of administration--it does not indicate the length of time required to achieve that proficiency nor the anticipated time to achieve any greater proficiency; the statistical procedures utilized to supply reliability and validity data are open to some question; and the test's security has been notably breached.

Experience in the State University System and elsewhere has shown that other criteria for establishing English language proficiency--criteria like personal evaluations, letters of recommendation, other tests, etc.--are even less satisfactory. The fact is, it is extremely difficult to determine English language proficiency in any meaningful way prior to arrival. A few institutions in other parts of the United States have abandoned English language proficiency as a criterion for admission and instead demanded that any student whose native language is not English (and who has been admitted on the basis of verified academic excellence) take on arrival a placement test which determines the amount--if any--of English instruction the student will undergo. This policy has allowed greater flexibility in admission, since it has permitted the acceptance of candidates qualified in every way except English language proficiency. Indeed, the whole thrust of international education has been directed at service to the middle

levels of the civil service and the private sectors from developing countries. Individuals in these levels of society are precisely those who are least likely to have had the leisure, the financial capability, or the access to acquire high-level English language proficiency. The use of English language proficiency as a criterion for admission is, in one sense, elitist. It would seem, for a number of reasons, desirable to be able to offer intensive English language instruction after arrival. Such instruction is likely to be more effective than home-country study, where English is taught as a foreign language, sometimes by instructors who are not themselves in command of a metropolitan model, and where instruction tends to be largely academic and may be inhibited by the inability of the learner to use the language anywhere but in the classroom.

However, it would be duplicative for every institution in the State University System to offer instruction in English as a second language. Furthermore, there is a critical mass below which it is rather expensive to offer such instruction but beyond which such instruction may be essentially self-supporting. Most of the institutions in the System have populations well below that point of critical mass. It would seem unjust to develop programs only at the institutions exceeding the critical mass and to exclude from access to those programs students from the other institutions.

RECOMMENDATION B2: It is, therefore, recommended that one or more centers for English language instruction and/or pre-entry orientation be developed at sites in the State proximate to the largest

centers of student population, and that these centers be separate from any existing institution so that they may be operated by the State University System on a System-wide basis, so that they may be operated on a continuing basis throughout the year independent of the academic calendar, and so that they may be authorized to develop a tuition structure based on actual cost plus reasonable overhead independent of any existing institutional tuition cost.

The development of such centers may produce a number of tangential benefits. On the one hand, such centers may eventually serve the needs of students matriculated at public and private community colleges and private four-year institutions, since the services provided by such centers are in short supply in the State and indeed in the region. Should individual institutions within the System choose to develop curricula for the training of teachers of English as a second language or teachers for bilingual/bicultural programs, such centers would readily be available for pre-service, in-service, and supervised teaching instruction. Incidentally, the availability of teacher trainees would tend to minimize the costs in the operation of such centers. Should such centers be authorized to develop tuition charges based on actual costs plus reasonable overhead, it is likely that a critical mass will be reached and that the centers will be entirely self-supporting in a relatively short period of time. Such centers, once developed, could offer service to indigenous minority populations as well as to foreign students, since the specialists housed in such centers would be competent to develop programs for speakers of English as a second dialect and for quasi-bilingual populations. While it is probably difficult within the present administrative structure of the

System to postulate independent centers (that is, centers not attached to existing institutions), the concept may be worth exploring. On the one hand, the existence of a System-wide service program independent of any existing institution could provide a model for other forms of interinstitutional cooperation. On the other hand, the existence of interinstitutional competition and institutional chauvinism is recognized. These forces might inhibit the normal growth of such centers were they attached to particular institutions. Furthermore, a significant feature of such centers must be the capability to house the resident students in such a manner that language learning is expedited throughout the waking day. Were such centers to be located with existing institutions, the housing needs of the institutions might take precedence over those of the centers, and the effectiveness of the language programs might be inhibited.

The existence of such centers is completely consistent with the prior recommendation for the development of centralized admissions data processing. Indeed, the two proposed entities might be located on the same geographic site, and the pre-matriculation orientation and testing, as well as the language instruction itself, could be conducted at a single location before the student goes to an individual campus for his academic program. This procedure would have two distinct benefits: on the one hand, it would serve to free the individual campuses of this complex of activities and thus would minimize duplication of services at the same time that it would assure the provision of uniform expert service to all incoming foreign students; on the other hand, it would permit

the elimination of the TOEFL requirement and would permit the admission of international students on the basis of academic excellence and without the elitist element of language proficiency as a criterion for admission.

Eventually, both of the proposed entities--the admissions data processing centers and the language centers--would be able to serve United States citizens going abroad to study. In admissions terms, the experts at the center would be in a better position to evaluate credentials reflecting work done by United States citizens at foreign institutions. At the same time, the language centers might undertake to train students going abroad in the languages of the countries to which they are going. Ultimately, such a center complex could undertake to provide short-term, non-credit, intensive curricula for foreign government and business officials in English as a second language on contract basis with foreign agencies and foundations. It could also provide similar curricula for English language teachers from foreign countries on a similar basis. In short, the composite programs could be viewed as constituting the nucleus for an institute of languages and applied linguistics (perhaps capable of research and test- and materials-development as well) serving first the whole State University System and ultimately a much larger population within Florida and the proximate region.

While the two prior recommendations remove much of the pre-matriculation responsibility for foreign students from the individual institutions, those institutions continue to have some continuing responsibility.

Any institution which chooses to admit foreign students assumes certain responsibilities to serve them, over and above those services already considered in the prior recommendations. This concept has been articulated frequently during the past two decades by such organizations as Education and World Affairs, the American Council on Education, the International Council for Educational Development, as well as the National Association for Foreign Student Affairs.

> RECOMMENDATION B3: It is, therefore, recommended that a regular line position bearing the title Foreign Student Advisor be made available to each institution in the System, and that such a position by designation and salary provide the incumbent with sufficient status to perform his duties, and that the responsibilities of the position include at least institutional authority to issue for the given institution the United States Immigration and Naturalization Service Visa Certificate of Eligibility (Form I-20) and related documents, institutional authority to participate in all subsequent relations between an individual foreign student and any and all appropriate agencies of the federal government, and institutional authority to provide all non-academic counselling, in addition to such other duties as the individual institution and/or the Board of Regents may deem appropriate.

It is recognized that the individual institutions within the System may currently designate such an officer if they see fit; indeed, some have done so. However, there has been no uniformity in the level of appointment in the various institutions, and there is at the present time great disparity in responsibility, salary, and status among the existing officers. The point of this recommendation is to make such a position mandatory and to standardize the nature of the position. Some formula may be devised to relate fractions of the position and of support staff to

specific numbers of students. (The National Association for Foreign Student Affairs can supply some guidelines in this context.)

The existence of such an office may help to prevent the development of personal, and ultimately psychological, problems among foreign students. It will provide a uniform posture for the institution in its dealings with the United States Immigration and Naturalization Service as well as with other federal agencies directly involved in the international exchange of persons. If there is a single identified individual on each campus, students will seek him out in time of need. Some institutions in the United States have no single individual, but rather utilize individuals within the several schools of the institution. While this procedure is possible, it appears more feasible to reduce duplication of services and costs by vesting the bulk of the responsibility in a single individual who has the experience and the authority to conduct the necessary affairs of his office expeditiously and efficiently.

The specific description of the position in Recommendation B3 intentionally excluded academic advisement. Nevertheless, the foreign student needs to be advised in academic matters. In many institutions, advisement is the responsibility of the total faculty or at least of the total senior faculty. As a result, the student may not have the same academic advisor in any two terms of his academic career. While that may be desirable for the domestic student in terms of making him acquainted with the entire faculty of his major department, it is undesirable for the foreign student because the lack of continuity in advisement may

create misunderstandings of his particular needs in relation to his home country and in juxtaposition to licensing and credentialing agencies in the United States.

> RECOMMENDATION B4: It is, therefore, recommended that each academic unit within each of the several institutions of the System be authorized to designate one faculty member as the academic advisor to foreign students (serving perhaps on a two or three year rotational basis) at such time as the academic unit enrolls more than one foreign student.

A tangential benefit may accrue from the implementation of this recommendation in the sense that such a faculty member may prove to be of great service to the academic unit in the subsequent development of curricula, research, and measurement specific to the diversified needs of foreign students and of the developing countries from which they come. This recommendation will also have some bearing on recommendations to be made under Part C, below.

While it has been argued that the foreign student can, to a large extent, be self-supporting, and while it has been argued that the foreign student contributes to the economy of the area, there may be some need to consider the foreign student with great academic potential who does not have the means to support himself. At the present time, the separate institutions within the System may apply available tuition waivers to foreign students, but there seems to be a relatively wide disparity in the way tuition waivers are made available. The whole larger issue of non-resident tuition is involved here as well. It has already been pointed out that the concept of non-resident tuition is under study in the courts.

There have already been landmark decisions in a number of states by lower courts which have challenged the underlying principle of variable tuition based on residence. Should non-resident tuition be stricken down by the courts, it remains unclear how the new interpretation would affect foreign nationals. In terms of resident rates, several fairly obvious options are available. One such option is differential tuition based on actual cost of instruction. While such a plan is just in the sense that the cost of education is equitably distributed among the recipients of that education and in the sense that all those receiving the same education are paying for it at the same rate, the problems implicit in the cost of graduate professional education are very grave. The arguments presented earlier suggest that the bulk of foreign students coming to the United States in the future are likely to be students seeking graduate professional degrees. While the present international economic situation favors the foreign student coming to the United States to study, one cannot assume that the international situation is stable. Some provision must be made to prevent individual students from being victimized by unanticipated changes in the international situation. Again, the individual institutions have made various provisions of this sort, but they differ widely in application. It is noted that the application fee is presently waived for foreign students; however, implementation of Recommendation B1 would necessitate reinstatement of the application fee. At the present time, a portion of the student activities fee, charged to all students, is dedicated to financial aid. There seems to be some question

in practice, while there can be none in theory, whether these financial aid funds are available to foreign students. In short, there seems to be some confusion among the several campuses as to what funds may be used in what ways for individuals who are by definition foreign nationals. In the interests of uniformity among the various institutions in the System as well as in the interests of preventing financial hardship directly on individuals who have little recourse to other available aid, it seems desirable to provide some special funds against which this special population may draw without being in competition with all other populations in the System.

> RECOMMENDATION B5: It is therefore recommended that the State University System make available regular and substantial financial aid to foreign students in the form of renewable tuition waivers and low-cost loan funds specifically identified solely for this population.

One of the direct causes of financial hardship among foreign students, which cannot be alleviated by the implementation of Recommendation B5, is the cost of appropriate medical insurance and the concomitant problems resulting from not having adequate insurance. Most insurance carriers in this country are not experienced in the development of packages of insurance specific to the needs of foreign nationals in temporary residence in the United States. Ideal coverage should include wives and dependents in this country, should provide coverage for treatment in or out of the hospital and for any number of occurrences, should provide major medical coverage, should have optional maternity benefits, should provide benefits for accidental death or dismemberment, should provide for

repatriation, should protect baggage, and should be applicable from the time of departure from the home country and during all related travel, including that performed on charters. Undoubtedly, any insurance carrier could provide such a package, but the cost would be prohibitive if the numbers of individuals involved were not substantial. There are a few carriers who specialize in this type of coverage and who have been investigated and sponsored by the National Association for Foreign Student Affairs. Undoubtedly, the State University System could command a more effective rate and schedule if it were to seek bids as a system utilizing its larger collective population. At the same time, the acquisition of such coverage by the State University System would offer greater protection to all the foreign students in the System on a more equitable basis than is presently possible, since at the present time the several institutions within the System provide various and disparate attention to this problem.

> RECOMMENDATION B6: It is, therefore, recommended that the State University System seek collective bids from carriers of international group insurance providing maximum benefits to insured foreign students and that such coverage be made available to all foreign students at the time of acceptance to any unit of the State University System.

Should the admissions data processing center proposed in Recommendation B2 be implemented, that center could serve as an administrative agency for the insurance policy herein recommended both in terms of dealing with the carrier once bids had been accepted and in terms of making coverage available to foreign students during the admission

process so that they would be fully covered prior to departure from the home country. Such coverage would relieve the System and its institutions from any liability which, under present circumstances, might accrue to the System and/or the institutions.

The previous series of recommendations, if implemented, will provide the basic services requisite to the maintenance of a foreign student population in the several institutions of the State University System. However, as has been stated in the arguments advanced earlier, the foreign student constitutes an important academic resource which has rarely been effectively utilized by institutions in the United States in the past. It is important to note that the foreign student is not a liability to the State University System; quite the contrary, the requisite services recommended in Part B above are more than compensated by the rich resources which the foreign student can bring to the System.

> RECOMMENDATION C: It is, therefore, recommended that the Board of Regents take special cognizance of the resource represented by the foreign student both to the institution he attends and to the community in which that institution is located and that the Board of Regents encourage in all practicable ways the development of methods to utilize the resources provided by foreign students.

The following recommendations are offered as specific ways in which this third recommendation may be implemented.

While it is recognized that the foreign student, like the domestic student, may not know how to externalize the fund of material he possesses concerning his language, his culture, and the socio-political structures of his country, there is some evidence that the student can, with appropriate

guidance and leadership, be directed into becoming an important informant source. His academic value as an informant source, not only to the classes in the academic discipline he is studying but also in other disciplines on the campus concerning which he may have some knowledge, constitutes a gift that no academic institution can afford to ignore.

> RECOMMENDATION C1: It is, therefore, recommended that the respective academic units in each individual institution within the State University System be encouraged to develop "comparative" courses designed to take specific advantage of the educational resource represented by the foreign student.

Attention is called to the fact that the academic advisor who might be appointed to implement Recommendation B4 could also be the individual charged with the initial development of such courses and with the guidance necessary to prepare foreign students to function effectively in such a course setting.

While the foreign student represents a valuable resource to the courses in which he is enrolled, it is important not to lose sight of the fact that the student's primary purpose in attending an academic institution in the United States is to acquire knowledge or skill which will be useful in his home country. At the same time, it is also important to keep in mind the fact that the foreign student, on arrival, is the product of a different learning system and may be accustomed to a different learning style. Thus, on the one hand, it may be important to introduce the newly-arrived student to the educational system in which he is going to function, while on the other hand it may be equally important to help the

student returning to his own country to see his acquired learning or skills in terms of the needs of his own country.

> RECOMMENDATION C2: It is, therefore, recommended that those academic units having a critical mass of foreign students sufficient to justify their doing so be encouraged to develop special credit academic courses designed for the first and last terms of the residence of such foreign students, initially to orient them to education in this country, to the requisite learning style, and to the state of their major discipline, and terminally to reorient them to their own cultures and to the applicability of their major fields to conditions in those cultures.

A tangential benefit of the existence of such courses could lie in the capacity of the institution to train other domestic academic specialists to perform in other cultures through participation in the development of such courses as well as through direct participation in the courses themselves. Again, the faculty individual identified to implement Recommendation B4 could be utilized in this role.

It has been argued earlier that the time may be ripe for the development of direct interinstitutional and institutional-governmental reciprocal exchanges across national boundaries. Such relationships in various forms do already exist, as for example in the Florida-Colombia Alliance. However, it may be possible for each of the institutions in the System to identify an area of interest in Latin America or in the world at large and begin to develop much broader kinds of reciprocal agreements. As noted earlier, such arrangements may, initially, involve nothing more than exchanges of students. Hopefully, however, such arrangements might mature into genuine faculty exchanges and even into

the evolution of joint curricula. It may be possible, for example, for a doctoral candidate to undertake his course work in an institution in the United States, to return to his home institution in his own country to conduct his dissertation research, and then to be examined by a joint committee of faculty from both institutions. Upon successful completion of his research, he might be awarded simultaneous degrees by both institutions, or possibly even a joint degree. Such a pattern could eventually lead to the development of a global network of scholars concerned with the solution of problems common to two or more areas of the world. Secretary-General U Thant was charged by the United Nations several years ago to develop such a concept, and a number of countries have already moved far along the road to the realization of that dream. Within the past two or three years, some academic institutions in the United States have begun to move in that direction as well.

> RECOMMENDATION C3: It is, therefore, recommended that the individual institutions in the State University System, under the guidance of the Chancellor's Office and the Board of Regents, be encouraged to develop international outreach through direct relations with other institutions and with agencies of government across national boundaries, through the equal exchange of students and faculty and, where possible, through the implementation of cooperative or joint academic programs.

This is an area in which it seems particularly desirable to avoid interinstitutional competition within the System and to develop only those programs which are genuinely consistent with the broad educational objectives of both the State University System and the cooperating foreign institution or country. Adequate safeguards already exist in other programs of the

State University System; for example, in the "Procedures [for] Proposals for Short-Term or Summer Overseas Study/Travel Programs" (as revised 11/14/72), item 5 under the heading "Criteria" specifically states: "Be within the role, scope, and resources of the SUS as a whole and the administering institution to offer and maintain. Not duplicate other SUS programs," and item 17 under "Procedures" specifically requires: "An explanation of efforts made to involve other SUS institutions in the planning and proposed implementation of the programs. . . ." The same principles which underlie the quoted statements above simply need to be extended to any implementation of Recommendation C3. It may be that this whole area, as it develops, is sufficiently different from any existing sequence of activities currently within the scope of various officers in the Chancellor's Office that a new administrative entity may need to be developed, perhaps at the level of Director within the purview of the Vice Chancellor for Academic Affairs. However, no recommendation is made at this time because it is difficult to anticipate at what rate programming may develop and at what point in time it may be necessary to consider a staff appointment. The point is merely raised for preliminary consideration.

The fact that several of the individual institutions in the State University System were specifically created as upper-level institutions and the concurrent fact that an articulation agreement already exists between the State University System and the public community colleges of the State raises some special problems. It is clear from existing evidence that the

admission of foreign students into some public community colleges is not as carefully controlled as is the admission of such students into the State University System. In some instances, some community colleges which receive average daily attendance support funds from the State are utilizing foreign enrollments to swell average daily attendance and to compensate for dwindling domestic enrollments. Other community colleges are genuinely involved in attempts to be of assistance to developing countries which are to some extent critically in need of the kind of technical-terminal skill provided in community college vocational programs. Whatever the reasons, significant numbers of foreign students are enrolled in the community colleges of Florida. The 1971 Fall Enrollment data furnished by the State of Florida Department of Education (see Appendix) shows 1,594 foreign students. [This figure may be presumed to count only individuals holding the "F" or "J" visa, since the Institute of International Education (IIE) census for the same year shows Miami-Dade Junior College to have approximately 5,000 "foreign students"; experience suggests that a large number of these foreign students are persons in resident alien and immigrant status.] If the rate of growth in the community college system is comparable to the rate of growth in other academic institutions in the State, the present figure should be well in excess of 2,000 students. Under the present terms of the articulation agreement, many of these students will be technically eligible for admission to the institutions in the State University System in the very near future. Indeed, in response to the survey conducted early in the current

consultation, one of the institutions in the State University System has already stipulated that it accepts without question, in lieu of any external measure of English language proficiency, successful completion of junior college. It is probable that English language proficiency will provide the greatest single area of difficulty, since students are commonly admitted to community colleges with much lower English language proficiency test scores than are required at the university level. The community college curriculum, almost by definition, precludes intensive instruction in English as a second language; indeed, very few community colleges anywhere in the United States offer major programs in English as a second language. Foreign students, that is, students whose native language is not English, may successfully complete a number of skills courses at the community college level without adequate language proficiency, indeed, may receive "courtesy" credit for English language study without adequate proficiency. Such students, once transferred to the upper division level in most rigorous academic disciplines find themselves in an almost insuperable situation as a result of inadequate ability to read with speed and comprehension, to respond to essay examinations to the level of expectation of the faculty, or to write term papers or other required heavily weighted exercises. Thus, the language deficiency manifests itself in a variety of other ways.

At the same time, since tuition costs in many community colleges are extremely low or nonexistent, an expectation is built within the

potential transfer student that he will receive still higher levels of education at comparable cost. As a result, in some instances marginally able students compete on an equal basis for financial aid which is at best in short supply. While implementation of Recommendation B5 may ease the problem, in itself it will not provide a solution to the implicitly unfair competition for funds. These readily identifiable problems are only part of the complex problem of the community college transfer student.

> RECOMMENDATION D: It is, therefore, recommended that the "Board of Regents Policy Based on Articulation Agreement Between the State Universities and Public Junior Colleges of Florida" (Appendix A, pp. A-2 through A-8, Florida Board of Regents Operating Manual) be modified to take specific cognizance of the transfer of foreign students and to indicate specific regulations pertaining to English language proficiency, to eligibility for financial aid, and to academic standards relating to transferred credit.

In this context, particular attention is called to an article entitled "Financial Squeeze Threatens Hundreds of Foreign Students," printed in The Chronicle of Higher Education (Vol. VII, No. 34, May 29, 1973, pp. 1, 3). While it is understood that the Articulation Coordinating Committee, as of April 12, 1973, has been charged with the exploration of these problems, it may be advisable to consider the creation of a special subcommittee or task force to deal exclusively with this complex of issues.

The twelve secondary recommendations made here, while they are somewhat interwoven, should be regarded as twelve separate items which may be accepted or rejected independent of each other. No other recommendations are offered at this time, since it is believed that those offered are sufficient to provide a successful foreign student program if

implemented. Additional recommendations at this time would merely serve to cloud the issues and would invade the prerogatives of the Board of Regents. Should the primary recommendation made herein be implemented, the Board of Regents will have its own mechanism to provide subsequent recommendations. It is suggested that, by whatever mechanism, these recommendations and whatever implementation may be deemed desirable at this time be periodically reviewed.

If this consultation has served no other purpose, it may have pointed up the need for new record-keeping procedures concerning foreign students. It is suggested that new procedures be established through the State University System Admissions and Records Committee and that annual detailed analyses of this population be supplied to the appropriate units so that meaningful policy can be promulgated.

V. Conclusion:

The consulting team wishes to express its appreciation to the multitude of persons who cooperated in this consultation, to the contact persons on each campus--

Dr. William Bagett
Dr. Anthony Cervone
Dr. Sandra Clark
Mr. Glenn Farris
Mr. Howard Gregg
Dr. Pat Howe
Dr. Karl Ijams
Ms. Aila McEwen
Ms. Mildred Singletary--

who were responsible for the logistics of each campus visit and who also provided for the housing and feeding of the consultants, and to Dr. Paul Parker who has been the guiding genius behind this very complex series of events.

The consulting team sincerely hopes that this long report will prove to contain matters with which the Board of Regents will wish to concern itself and that the individual institutional reports which constitute one of the appendices to this report will prove to be of use to the individual institutions in dealing with some of their felt needs until such time as the Board of Regents may undertake broader action.

The consulting team also wishes to express its appreciation to Ms. Mary Chance and the NAFSA Field Service Program for the opportunity to participate in this unique and exciting project and for the support provided the project through the grant from the United States Department of State.

The consulting team wishes it known that they, individually and collectively, stand ready to provide whatever additional data the Board of Regents may wish to have in order to act on this report.

Respectfully submitted,

For the Consulting Team
Robert B. Kaplan

APPENDICES

APPENDIX A

DISTRIBUTION OF STUDENTS BY AGE

65/66

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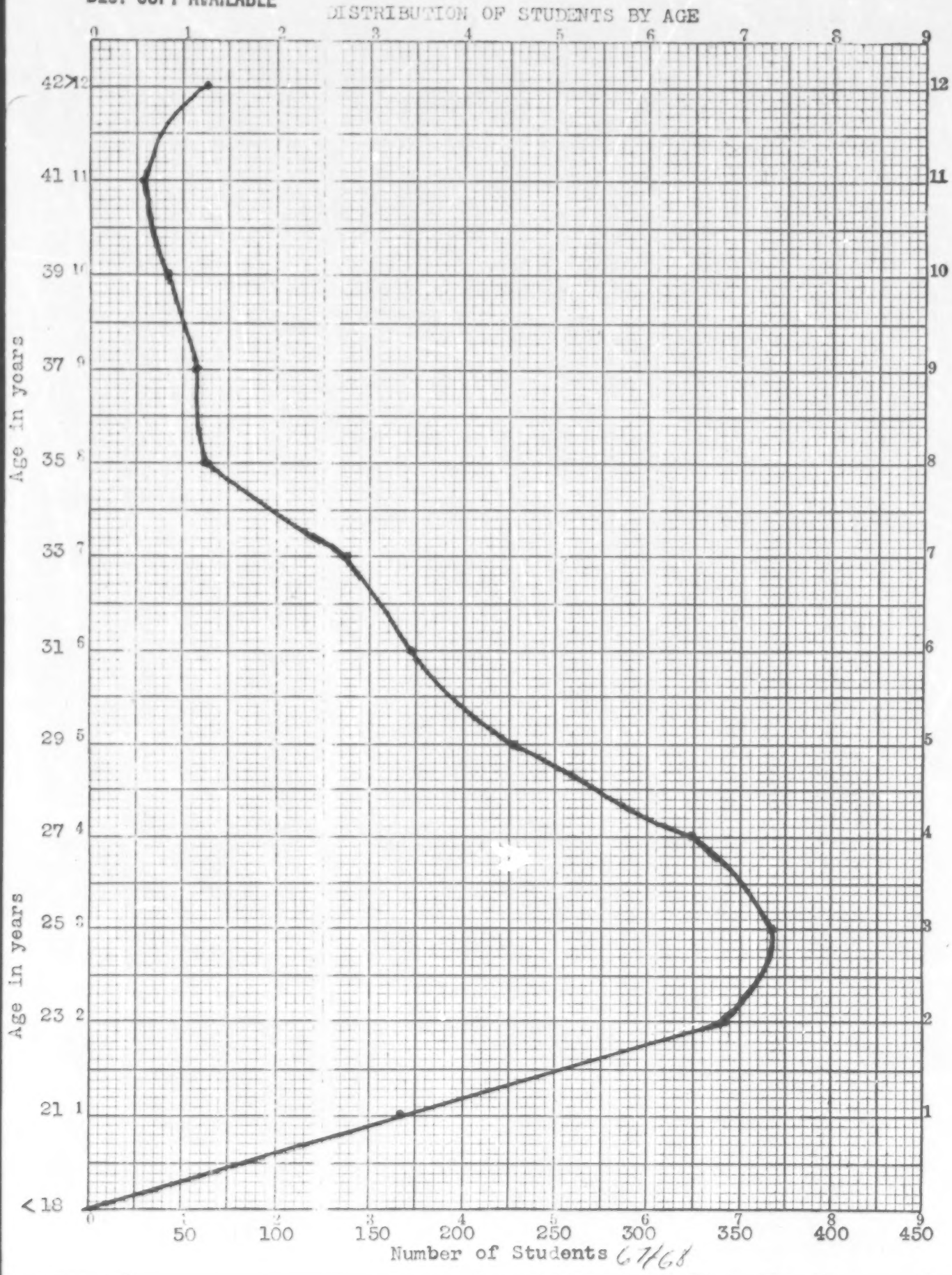

APPENDIX B

FALL 1971 ENROLLMENT

APPENDIX B

FALL 1971 ENROLLMENT*

Institution	Florida	Other States	Other Countries	Total	% Non-Fla.
Public Community and Junior Colleges					
Brevard CC	6,329	291	5	6,625	4.47
Broward CC	7,373	491	59	7,923	6.94
Central Florida CC	1,381	62	7	1,450	4.76
Chipola JC	1,202	63	2	1,267	5.13
Daytona Beach CC	2,544	153	11	2,708	6.06
Edison JC	1,652	127	---	1,779	7.14
Fla. JC at Jacksonville	8,000	240	63	8,303	3.65
Florida Keys CC	1,040	57	1	1,098	5.28
Gulf Coast CC	1,925	127	13	2,065	6.78
Hillsborough CC	4,967	592	---	5,559	10.65
Indian River CC	1,729	74	32	1,835	5.78
Lake City CC	1,304	153	5	1,462	10.81
Lake-Sumter CC	1,181	21	8	1,210	2.40
Manatee JC	2,773	180	5	2,958	6.25
Miami-Dade JC	28,405	1,464	984	30,853	7.93
North Florida JC	1,047	96	7	1,150	8.96
Okaloosa-Walton JC	2,250	19	1	2,270	0.88
Palm Beach JC	5,553	282	37	5,872	5.43
Pensacola JC	5,490	209	8	5,707	3.80
Polk CC	3,450	67	23	3,540	2.54
St. Johns River JC	1,242	50	7	1,299	4.39
St. Petersburg JC	9,328	485	35	9,848	5.28
Santa Fe JC	3,259	371	154	4,054	12.95
Seminole JC	2,431	58	6	2,495	2.56
South Florida JC	476	10	3	489	2.66
Tallahassee CC	2,440	86	30	2,556	4.54
Valencia CC	3,671	94	9	3,774	2.73
Private Junior Colleges					
Florida C	118	327	12	457	74.18
Jones C (Orlando)	790	43	1	834	5.28
Marymount C	75	200	43	318	76.41
St. Joseph C	76	225	17	318	76.10
Webber C	36	67	6	109	66.97

*Data courtesy of The State of Florida Department of Education.

APPENDIX C

LIST OF PERSONS INTERVIEWED

APPENDIX C

LIST OF PERSONS INTERVIEWED

Florida A&M

Mrs. Dupree, Admissions Officer
Mrs. Floyd, Director, Financial Aid
Mr. Howard Gregg, Foreign Student Advisor*
Dr. Morgan, Vice-President, Student Affairs
Mr. Shirley, Director, Counselling Center
Miss Yound, Admissions Officer

Florida Atlantic University

Mrs. Mildred Carr, Community Volunteer
Prof. Willie Feuerlien, Dept. of Economics
Ms. Sharon Ignatius, Director, Financial Aids
Dr. Karl F. Ijams, Dean, Student Affairs*
Dr. J. T. Kirby, Dean, Advanced Studies
Dr. Carl Knox, Vice-President, Student Affairs
Mr. Robert Koser, Registrar
Mrs. Madge McDaniels, Community Volunteer
Dr. Kenneth Michels, Vice-President, Academic Affairs
Mrs. Ann Nelson, Community Volunteer
Mr. Blair Thorburn, Director, Admissions

Florida International University

Dr. Sandra Clark, Dean, Student Services*
Mr. John Darrah, Assistant Dean, Center for International Affairs
Mr. Frank Fernandez, Student
Dr. Glenn A. Goerke, Dean of Faculties
Mr. Douglas Hartnagel, Director, College and School Relations
Ms. Maria C. Lavernia, Foreign Student and Activities Advisor
Dr. Al Lombana, Director, Admissions
Mr. Terry L. Spence, Associate Dean, Student Services

Florida State University

Mr. Garth Blake, Associate Dean, Education
Dr. Robert K. Branson, Center for Educational Technology
Dr. E. T. Buchanan, Assistant to the Vice-President
Mr. James Carr, Director Student Financial Affairs
Dr. Robert Coyne, Director, Florida State University College Programs
Ms. Bonnie Glisson, Student Housing

Dr. Sydney Grant, Chairman, International Student Committee
Dr. Richard B. Gray, Government Department
Mr. Groover, Director, Continuing Education
Dr. Frederick Jenks, Foreign Language Education
Ms. Barbara Jones, Basic Studies Division
Mr. Robert Kimmel, Assistant Vice-President, Student Affairs
Dr. Stephen B. McClellan, Vice-President, Student Affairs
Mrs. Aila T. McEwen, Foreign Student Advisor*
Dr. George Macesich, Slavic and European Studies
Dr. Belen C. Mills, Elementary Education
Mr. John Morris, Coordinator, Continuing Education
Dr. Daisy Parker, Acting Vice-President, Academic Affairs
Mr. Sherrill Ragans, Resident Student Development
Dr. Gail Rayner, Educational Research
Ms. Patricia Redmen, International Admissions Officer
Dr. William M. Rideout, Jr., Center for Educational Technology
Mr. Nassim Siddiqi, President, International Club
Mr. Robert M. Shoemaker, Career Development Services
Dr. William Spencer, Department of History
Ms. Nancy Turner, Coordinator, Public Affairs
Mr. Roger Wehrle, Student Activities and Student Union

Florida Technological University

Mr. Donald Baldwin, Director, Financial Aid
Dr. William R. Brown, Vice-President, Student Affairs
Dr. Anthony Cervone, Chairman, Foreign Languages*
Mr. Dan Chapman, Registrar
Dr. C. B. Gambrell, Vice-President, Academic Affairs
Dr. John P. Gorce, Vice-President, Business Affairs
Dr. Leland Jackson, Assistant Vice-President, Academic Affairs
Mr. Paul W. Leinbach, Admissions Officer
Dr. Paul R. McQuilkin, Dean of Men
Mr. Larry Mathews, Student Affairs
Dr. C. N. Micarelli, Dean, Humanities and Fine Arts
Dr. Charles N. Millican, President
Dr. David Tucker, Director, Development Center

University of Florida

Dr. Claude Abraham, Assistant Dean, Graduate School
Dr. Frank Adams, Dean, Student Development
Mr. (Colonel) Glenn A. Farris, Foreign Student Advisor*
Dr. Harold Hanson, Vice-President, Academic Affairs
Dr. Jayne Harder, Director, ESL Program
Mr. Albert Joseph, President, India Club
Mr. Saeed-ur Khan, Chairman, Council of International Organizations

Mr. John M. Kinzer, Acting Vice-President, Student Affairs
Mrs. Ruth Laury, Administrative Assistant, Foreign Student Advisor
Mr. James Parrish, Director, Admissions
Dr. Hugh Popenoe, Director, International Programs
Mr. Douglas Turner, Director, Student Financial Affairs
Dr. Charles Wagley, Chairman, Council for International Programs

University of North Florida

Dr. William R. Bagett, Dean, Student Affairs*

University of South Florida

Ms. Kelmie Bigelow, Counseling Center
Mr. Joe Busta, Assistant to the President
Ms. Alma Bryant, Instructor, English
Mr. Ken Davey, College of Business
Mr. William Heim, Director, Freshman English
Dr. Rudolph Henning, Foreign Student Advisor, School of Engineering
Dr. Joe Howell, Vice-President, Student Affairs
Dr. Clarence Hunnicutt, College of Education
Mr. Dave Jordan, Director, Admissions
Dr. Harold Keeler, College of Education
Dr. H. C. Kiefer, Department of English
Mr. Ed Kopp, Dean, College of Engineering
Mr. Robert Levitt, Assistant Director, Admissions
Dr. Robert Murphy, Graduate Education Advisor
Dr. Mark Orr, Chairman, International Studies
Dr. Parrish, Chairman, Department of English
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*Contact person